

Idaho Child Outcomes Summary Form Instructions

Field Test 5/06

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Provide child's name, date of birth, and age.

Circle Region or District and specify name

Write name of person completing form and date it is completed

Shaded box – is a summary of the results for ease of data entry. Copy answers into this box after entire form has been completed. Data entry person will check box in shaded section when data is entered into data system.

Supporting evidence for Questions 1a-3a.

List the relevant outcome(s) (1a, 2a, 3a). If appropriate, list multiple Outcomes per line. Provide the evidence that supports the rating, the nature of the evidence from the source, and the date it was obtained. A completed sample table is provided below.

Specify any **special considerations** that impacted the rating, (i.e. ELL status, frequent hospitalizations, frequent moves by family, assistive technology or adaptations used with child, etc.)

Persons involved in deciding the summary ratings:

List the name and role of the people involved in deciding the summary ratings.

Family's Information:

It is strongly recommended that the family be asked to provide information about the child's functioning. Please note the setting in which this information was gathered. If the family's information was not included, check "not included."

Outcome #	Source of Information	Date	Summary of Relevant Results
1, 2,3	Bayley Scales	5/15/04	<i>Developmental ages for the Cognitive subtest was found to be at a 3 month level,, Language subtest: 2 months 20 days (Receptive) and 2 months (Expressive), Motor subtest: 1 month (Fine Motor), 16 days (Gross Motor); Social and Emotional: 1st Percentile Rank; Adaptive Behavior: 1st Percentile Rank.</i>
1, 2,3	Ounce	4/04	<i>Michael's parents completed the Ounce with the childcare provider. Parents report many of Michael's strengths, such as: he likes to be entertained by children, he likes to be held (most of the time), and he can have extended periods of time when he can play by himself.</i>
1, 2,3	Ages & Stages Questionnaire	5/10/04	<i>Completed by Michael's parents and the Early Head Start Teacher – Michael is inconsistent in his responses to touch, movement, and sounds. His overall scores were found to be below his age level and of concern.</i>
1, 2,3	Ages & Stages/Social Emotional	5/10/04	<i>Completed by Michael's parents and the Early Head Start Teacher. His overall scores were found to be below his age level and of concern. There are times when he is very fussy and difficult to console. At other times he 'spaces out' and doesn't seem to engage with anyone in the room. He has difficulty sleeping through the night. He doesn't take any naps during the day. He doesn't mind it if strangers hold him. He is getting better at accepting being picked up or moved quickly. He is also starting to like his bath time more.</i>
1, 2,3	Observations	5/7-13/04	<i>Michael and his twin are "playing" more and more together. Their parents report that if Zachary does something noisy, Michael will smile and once in awhile will laugh.</i>

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Questions 1a, 2a, and 3a

Mark only **one** number for each outcome. Definitions for scale points are provided at the end of the instructions.

Questions 1b, 2b, and 3b

If the child is exiting the program, determine if the child has shown any new skills or behaviors related to achieving each outcome since the initial rating was given. If yes, describe the progress.

Definitions for Outcome Ratings

Overall Not Age Appropriate	Not yet <i>means:</i>	1	<ul style="list-style-type: none"> Child does not yet show functioning of a child his or her age in any situation. Child's skills and behaviors also do not yet include any immediate foundational skills upon which to build age expected skills. Child's ways of forming and maintaining social relationships might be described as more like those of a much younger child.
		2	<ul style="list-style-type: none"> Between Emerging and Not Yet
	Emerging <i>means:</i>	3	<ul style="list-style-type: none"> Child does not yet show functioning expected of a child of his or her age in any situation. Child's behaviors and skills include immediate foundational skills upon which to build age appropriate functioning. Functioning might be described as more like those of a younger child.
		4	Between Somewhat and Emerging
	Somewhat <i>means:</i>	5	<p>Child shows behavior and skills expected for his or her age some of the time across situations. Child's functioning is a mix of age appropriate and not appropriate.</p> <ul style="list-style-type: none"> Behavior and skills might be described as more like those of a slightly younger child.
Overall Age Appropriate		6	Between Completely and Somewhat. Child's functioning generally is considered appropriate for his or her age but there are some concerns about the child's functioning.
	Completely <i>means:</i>	7	Child shows behaviors and skills expected for his or her age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her age. No one has any concerns about the child's functioning in this outcome area.